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ABSTRACT

The cultural orientation curriculum for young adults in the International Catholic Migration Commission's Philippine Refugee Processing Center is discussed and outlined. The program's goals for emotional and character development (self-awareness and self-esteem, cultural awareness, pro-activity, personal responsibility), knowledge of cultural information and resettlement realities, and cross-cultural adaptation skills (problem-solving, goal-setting and planning, information seeking, stress management, and socialization) are specified. The curriculum's organization is described, including the four major unit topics (self, family and home, work/school/peers, and community and society); use of themes and projects; and the emphasis on learning skills related to American socialization, such as throwing a frisbee. Commonly-used classroom instructional techniques are also described briefly. Additional materials include an outline of themes for each unit, a series of forms for developing individual student profiles, a reprinted article on the program's young adult emphasis, and descriptions of the young adult services and classroom crisis components of the program. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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ED324984

Cultural Orientation

YOUNG ADULT CURRICULUM:
Introduction

International Catholic Migration Commission
Philippine Refugee Processing Center

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U.S. DEPARTMENT OF EDUCATION
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"Amerasians -- What Happens Before They Get Here"

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Center for Applied Linguistics
1118 22nd Street, NW
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YOUNG ADULT CURRICULUM GOALS

The goals of the CO Young Adult Curriculum, categorized into three areas, are:

A. EMOTIONAL AND CHARACTER DEVELOPMENT

Self-Awareness/Self-Esteem by showing an awareness of what is important to them, what they are good at, what positive characteristics or qualities they have, how others perceive them, and by showing confidence when interacting with others.

Cultural Awareness by explaining how culture impacts them and demonstrating open-mindedness and respect for differences and similarities between their own and other cultures.

Pro-Activity by showing initiative, demonstrating motivation and assertiveness in venturing out, seeking opportunities, showing curiosity, and taking risks (e.g. volunteering, participating in activities, initiating social interaction, etc.)

Responsibility by meeting obligations in class activities and projects, understanding consequences of their behavior in and out of the classroom.

B. INCREASED KNOWLEDGE

Knowledge of cultural information by showing a familiarity with the differences and similarities in behaviors, customs, values, attitudes, etc., between their own and other cultures.

Knowledge of resettlement realities by showing an understanding of a core body of information which results in realistic expectations relevant to their resettlement.

C. CROSS-CULTURAL ADAPTATION SKILLS

Problem-Solving Skills by observing, analyzing, identifying problems, considering alternatives, predicting consequences, weighing options, and making decisions; demonstrating an understanding of the problem-solving process; and learning from their experiences.

Goal-Setting and Planning Skills by determining needs and setting goals; making plans to meet them, as well as acknowledging their own hopes and aspirations.

Information Skills by being able to deal with ambiguous situations through active listening, accessing people and resources for support and information, asking appropriate questions, clarifying, making inferences or generalizations based on what they know about other cultures.

Stress Management Skills by showing an awareness of causes of stress and applying stress management strategies, such as accessing emotional support systems, and finding social and physical outlets.

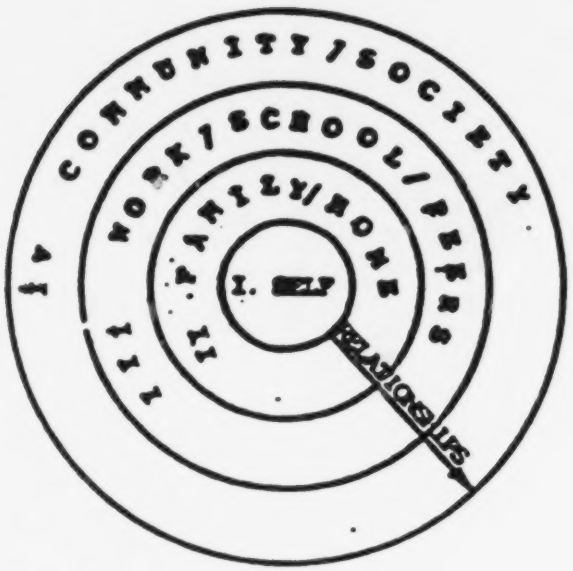
Socialization Skills by effectively interacting with individuals and groups, developing functional relationships, using strategies necessary for successful social interaction (e.g. greeting, leave taking, nonverbal behavior, finding commonalities, developing and maintaining relationships, etc.)

Practical Skills by reading a map, balancing a checkbook, making a budget, using a phone directory, using appliances, exhibiting and using study skills, and others.

CURRICULUM ORGANIZATION

UNITS:

Four units of focus provide the framework around which the curriculum is structured and in which the curriculum goals are embodied.



Unit (I) Self focuses on the individual, what kind of person they are, what qualities they have, what made them that way and what kind of person they want to be in the future. Introductions and orientation to the CO program and PRPC are also included in this unit.

Unit (II) Family and Home focuses on the roles and relationships that exist in their families and homes, the challenges that their families have faced and are facing; the strangths that they have developed and an awareness of how these strengths may help them in dealing with family challenges presented by resettlement; contrasts between a Southeast Asian home and an American one in terms of room use, types of furniture, appliances and household safety.

Unit (III) Work/School/Peers focuses on the students' development and maintenance of supportive relationships, primarily in the context of work and school; the issues presented in accessing educational opportunities and meeting employment-related needs.

Unit (IV) Community/Society focuses on the students exploring their place and responsibilities within the community and society; the facilities and services available in the community; their development of the behaviors and strategies applicable to accessing resources such as health and emergency services and establishing functional relationships within their community and society.

Relationships provide a common thread that runs through and interweaves all four level.

THEMES:

Each unit is divided into themes. These provide more specific areas of content relevant to resettlement, thus facilitating the coverage of regional content standards and contextualization of the Young Adult Curriculum goals.

The curriculum also includes two aspects that do not necessarily fit the overall course structure. These are "Project" and "Learn A Skill".

Project:

Projects are ongoing throughout the 12-week cycle and are designed to address the Young Adult Curriculum Goals. It is at the discretion of the team of teachers, the supervisor and PO to determine the duration and the number of classes involved in any one project.

In all of our projects the students themselves conceptualize, design, plan and coordinate the activity, with the teachers and supervisor acting as resources and guides. Much of the students' work takes place out of class time and in coordination with the Young Adult Services Program.

It is the responsibility of the teacher and supervisor to process, in the classroom, the students' involvement in the projects, making their experiences meaningful in regard to the curriculum goals.

Examples of projects include dance party, cultural show, sportsfest, field trip, community outreach, fashion show and art exhibition.

Learn A Skill:

The Learn A Skill aspect of the YA curriculum is an opportunity for the student to develop a tangible skill that will provide them with a contact point for socialization with American young adults, regardless of language barriers.

Skills student might develop include playing a musical instrument, playing chess, throwing a frizbee, playing an American sport, modern dance, etc.

Though the development of skills in these areas will involve the enhancement of the curriculum goals, the primary purpose of Learn A Skill remains the provision of a contact point with American youth.

These skills are to be practiced out of class time primarily through courses provided by the Young Adult Services Program. Periodically, students are asked to demonstrate and/or give presentations on their newly-acquired skills.

METHODOLOGY:

The methods used for instruction are nonthreatening and experiential in nature, strongly oriented to meaningful active involvement on the part of the students. Students will apply cross-cultural adaptation skills and explore their emotional and character development within the context of relevant cultural information. Students will learn by doing and reflecting on their experiences.

COMMON TRAINING METHODS USED IN A CO CLASS

1. Simulation is probably one of the powerful experiential learning tools. It can raise a wide variety of issues; it can translate those issues from abstractions to a situation of surprisingly accurate simulated reality; it can involve learners intensely; and it can produce feelings and thoughts that constitute a rich resource for discussion and learning. Simulations tend to be long, especially since ample time must be left for discussing and "processing" the experience.

   It is best for the teacher to experience the simulation before attempting to run it. In most simulations there is so much happening that it is easy for the inexperienced teacher not to know what important points to discuss. Just reading the directions is usually insufficient preparation.

2. Role play is an unrehearsed "acting out" of real life situations. Role plays are particularly useful in identifying problems and ways to solve them in a practical and skill-building approach. Because there is no script or set dialogue, participants make up their parts as they go along. Participants may choose or be assigned the role; the role may be written or verbally outlined by the teacher. Role descriptions are best when they are briefly specified and players have the freedom to add or delete as the role play progresses. The "stage" is set by the teacher by giving a few guidelines or suggestions about the place or situation in which the roles will be played. Role plays should not be too long or students will get tired and lose interest. They should be followed by a "processing" portion in order to analyze the problems, skills, and possible solutions portrayed.

3. Skits are short, rehearsed dramatic presentations involving two or more people. They usually follow a prepared script that dramatizes an incident which illustrates a problem situation. Skits should be followed by a group discussion or "processing" portion.

4. Case studies is an account of an actual or imaginary situation including sufficient detail to make it possible to analyze the problem involved. The case is a "slice of life" that requires analyzing and giving solutions to real problem or issue it presents.

5. Critical incidents is a form of case study which briefly describes a particular incident. It is usually taken from the students' own experiences. They represent significant events, which, when analyzed or role played, permit a generalization about similar situations and suggest new behaviors, approaches or cognitions to the learner.

6. Cultural assimilator is a series of problem situations or episodes which describe a particular cross-cultural interaction. After reading about the interaction, the student examines different interpretations or choices of what to do next. If the student makes the correct choice, they are reinforced. If they make a mistake, they are told why they are wrong and are asked to study the episode again and to make another choice.

7. Debate is a discussion of a certain problem or controversial topic between two groups. Students do not necessarily need to agree with the side they are debating on. In fact, this enables them to understand "both sides of the coin."

8. Group discussion is an open exchange of ideas between students on a topic of mutual concern to express, clarify and pool their knowledge, opinions, and feelings. It should be well planned and facilitated in order to be effective. One way of facilitating a group discussion is to list the major points on the blackboard.

9. Brainstorming is a way for a group to quickly generate ideas. Generally, all possible ideas are suggested with no thought as to how practical the ideas may be. Criticism and discussion are ruled out while suggestions are being listed. After listing is over, a group discussion follows in which the ideas are evaluated and the most appropriate selected for implementation or further discussion. "Brainstorm" listing should be no longer than 15 minutes and is commonly used as part of a problem-solving activity.

10. Guest Speaker/Panel: A planned conversation or presentation in which one or more speakers present their views before the class on a selected topic. A panel discussion usually brings diverse points of view on a subject area. Participants should be allowed to ask questions.

11. Lecture: A carefully planned oral presentation which provides information. A lecture usually does not actively involve the students.

12. Scales are often used to measure attitudes. They present a range of options for the participants to check off such as "strongly agree, agree, undecided, disagree, strongly disagree." Scales are sometimes used as a diagnostic or needs assessment tool. Values clarification or attitudinal scales are often used in CO classes.

13. Instruments: A paper and pencil device used to inventory or assess oneself.

14. Questions: The seven hierarchical categories of questions include Memory (examples: Who?, What?, When?, List), Translation (In your own words...), Interpretation (Compare...), Application (Word problems), Analysis (Analyze..., What do you do...?), Synthesis (Develop...), Evaluation (Evaluate..., Defend...). Each is cummulative in that each type of question has its own unique characteristics, but also contains some elements of all the categories below it. For example, an avaluation question would include some type of aspect of memory, translation, application, analysis, and synthesis questions.

15. Visual aids are tools which the teacher uses to reinforce or clarify a message or concept and thus, make learning easier. Visual aids include real objects (realia, samples, models, photographs, blackboards, graphs and charts, posters, videos, slides, diagrams, illustrations, etc.) Though visual aids are very helpful in facilitating learning and maintaining participants' interest, their use and preparation need to be carefully planned and executed.

16. Demonstrations is a prepared presentation that shows how to perform an act or use a procedure. It is accompanied by appropriate oral and visual explanation, illustrations, and questions. The basic process is show, tell, and practice, step by step, in order to teach people how to do something.

CO YOUNG ADULT CURRICULUM SYLLABUS

UNIT I: SELF

Themes

1. Introductions
2. Orientation to CO and PRPC
3. Physical Self
4. Self and Culture
5. Self and Young Adulthood

Project
Learn a Skill

UNIT II: FAMILY AND HOME

Themes

1. Family and Home - Past
2. Family and Home - Present
3. Family and Home - Future

Project
Learn a Skill

UNIT III: WORK, SCHOOL, PEERS

Themes:

1. Making Friends/Developing Relationships
2. Young Adult Activities
3. Dating
4. Sex
5. Marriage
6. Education
7. Work

Project
Learn a Skill

UNIT IV: COMMUNITY/SOCIETY

Themes

1. Living in a Multi-ethnic Society
2. Using Community/Social Services
3. Medical Services
4. Accessing Services (Maps/Telephone/Transportation)
5. Public Behavior
6. The Law and You
7. Adjusting to a New Life
8. Youth Culture and the Media

Project
Learn a Skill

Young Adult Refugee Profile

The information in this profile is intended for the case manager, educator, job developer, or others assisting this individual. These documents may be duplicated to make the information available to all service providers.

This Young Adult Refugee Profile includes the following:

- Program description
- Language level and performance information
- Resumé
- Certificate with explanation of ESL levels
- Biographic information
- Writing sample

Young Adult Refugee Program Description

Young adult Indochinese refugees accepted for resettlement in the U.S. participate in the Overseas Refugee Training Program, funded by the U.S. Department of State. The program is conducted in two refugee processing centers in Southeast Asia, one in Phanat Nikhom, Thailand, and the other in Bataan, Philippines. In this 20-week program, 17- to 22-year-olds attend classes 4 hours every day, gaining the English language, cross-cultural, and employment readiness skills they will need to become self-sufficient as soon as possible in the U.S.

For a detailed description of the core program and the English language proficiency levels in the program, please see the reverse side of the enclosed certificate of course completion. Supplementing the instruction described there, classes for young adult refugees focus on their particular needs, including cross-cultural training to develop an understanding of the following areas:

Work/Study Options

- Career planning and accessing career counseling
- Developing realistic expectations of educational options
- Combining part-time or full-time employment with education

Social Behavior and Interaction

- Following commonly accepted rules and customs in public places
- Similarities and differences between activities of young adults in America and young adults in Southeast Asia
- Normal challenges of maturation: male/female relationships, dating, peer pressure, generation gap, role models
- Socio-economic classes
- Racial/ethnic prejudice
- Social interaction skills, including non-verbal communication; appropriate topics of conversation in social situations and in the workplace, with emphasis on interacting with other ethnic minorities; common extracurricular/recreational activities; implications of dress and associated stereotypes

Legal Issues

- Treatment of juveniles vs. adults in U.S. legal system
- Specific laws and consequences (e.g., fines, incarceration) of breaking them: driving, drugs, statutory rape, shoplifting, disturbing the peace
- Legal records: criminal, driving, paternity, licensing, public assistance
- How to identify, deal with and prevent common crimes committed against refugees

LANGUAGE LEVEL AND PERFORMANCE INFORMATION

Name _____
Last First

Date Training Completed: _____
Month Day Year

Training Site

____ Bataan, Philippines

____ Phanat Nikhom, Thailand

Native Language Information

Based on a brief test given at the beginning of the program, the student was classified as:

____ non-literate in the native language

____ at least minimally literate in the native language

Placement Information

ESL placement at entry of program: A B C D E E+

/or/ Beginning Intermediate Advanced

Student attended native literacy classes in camp:

____ No ____ Yes /Number of hours: ____

TEACHER EVALUATION OF STUDENT PERFORMANCE

These ratings are an assessment by classroom teachers of the refugee's English language performance and social skills at the end of the 20-week program.

The student:	Cannot perform			Performs easily	Teacher does not know
can reply to questions on personal information topics, such as age, address, or nationality	0	1	2	3	?
can converse on everyday topics, such as personal interests, weekend activities, or family	0	1	2	3	?
can ask for clarification or make requests to solve problems that arise during a task	0	1	2	3	?
can discuss current events and explain opinions and beliefs	0	1	2	3	?
can read and fill out simple, employment-related forms	0	1	2	3	?
can write a brief narrative, such as a personal letter, note to a teacher, or autobiographical statement	0	1	2	3	?
can follow written directions to perform a task, such as assembling equipment, preparing a cleaning solution, or following a recipe	0	1	2	3	?
can use basic math skills for such tasks as shopping, measuring, and budgeting	0	1	2	3	?
can work with others in a small group to accomplish a task	0	1	2	3	?
demonstrates appropriate social skills in dealing with:					
• peers from own language group	0	1	2	3	?
• teachers	0	1	2	3	?
• members of other language groups	0	1	2	3	?

COMMENTS

Special skills, talents, referrals needed, etc. _____

_____

_____

_____

(Additional comment space on reverse side)

ADDITIONAL COMMENTS

RESUME

NAME : _____

ADDRESS : _____

WORK EXPERIENCE (Include paid and unpaid):

1. Title: _____

   Name of Company: _____

   Address: _____

   Dates Worked: _____

   Duties: _____

2. Title: _____

   Name of Company: _____

   Address: _____

   Dates Worked: _____

   Duties: _____

3. (repeat for each position held)

SUMMARY OF SKILLS: _____

_____

PERSONAL QUALITIES: _____

_____

EDUCATION: _____

_____

WRITING SAMPLE

[General Format]

PROGRAM STUDENT PROFILE

Printed: •• ••• ••
Case No: •• ••••••• Cycle: •••

PERSONAL INFORMATION

Name: ••••••••••••••••••••••••••••••••••
Birthdate: •• ••• ••
Place of Birth: •••••••••••••••••••• •••••••••••••••
Country of first asylum: •••••••••••••• Arrived in first asylum: •• ••• ••

Father's Name: ••••••••••••••••••••••••••••••••••
Mother's Name: ••••••••••••••••••••••••••••••••••

LANGUAGE AND LITERACY ABILITY

~~PAGE~~ level: ••••••••••••••
Attended ~~PASS~~ in •••••••••••••• from •• ••• •• to •• ••• ••
••••••[Tested as literate/non-literate - received NLL training or not]••••

Native language: ••••••••••••••••••••
Other language (if any): ••••••••••••••••••••

EDUCATIONAL BACKGROUND (As reported by student or relative)

Highest level attained: •••••••••••••••••••• Total years of education: •• years Last year of attendance: 19••

VACCINATIONS

Age 7 to 13: Td (Tetanus/Diphtheria), TOPV (Trivalent Oral Polio vaccine), and MMR (Measles, Mumps, Rubella)
Age 14 to 19: Td, TOPV (except in pregnancy), and MMR (males only); Age 20 and above: Td

FAMILY INFORMATION (List of accompanying relatives)

Name (Last name first)	Relationship to PA	Sx	Age	Town Size	Ethnicity	Occupations Pre 1975	Occupations Post 1975
••••••••••••••••••••••••••••••••••••	••••••••••••••••••••	•	••	Rural	••••••••••••••••	••••••••••••••••••••••	••••••••••••••••••••••
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ADDITIONAL FAMILY INFORMATION (A check mark indicates Yes)

Status of parents	Mother	Father
Accompanying Student		
Lives in native country	___	___
Deceased	___	___
Other location:	_____	_____

Local Relative
•••••••••••••••[N a m e]•••••••••••••••
••••[Street address]••••• ••••[City]•••••
•• •••••-•••• Tel: •••-•••-•••• (H)
•••-•••-•••• (W)

Local Sponsor
•••••••••••••••[N a m e]•••••••••••••••
••••[Street address]••••• ••••[City]•••••
•• •••••-•••• Tel: •••-•••-•••• (H)
•••-•••-•••• (W)

Sponsoring Agency: ••••••••••••••••••••••••••••••••

Note: The above information is from the student's official computerized case file.

PASSAGE Vol. 4
Number 1 & 2, 1988

New Focus on Young Adult Refugees in the Overseas Program

Douglas Gilzow
Center for Applied Linguistics

Upon reaching the U.S., young adult refugees face a bewildering array of options and responsibilities. They are no longer children, but they have not been prepared for the adult world of paid employment and community obligations. War, communist takeover, flight, and separation from friends and family in a refugee camp in an alien land make up the experience of a young adult refugee from Laos, Vietnam, or Cambodia. Defining their new roles in the family and in U.S. society is confusing, and for some, overwhelming.

Recognizing that younger refugees have needs different from those of their older companions, the Overseas Refugee Training Program initiated the Preparation for American Secondary Schools (PASS) program in 1985. PASS helps refugee students 11½ to 16 years of age to make the next transition in their lives, and preliminary reports indicate that the program is succeeding. Needs of younger refugees, 7 to 11½ years old, are met at the Philippine Refugee Processing Center (PRPC) by the Preparing Refugees for Elementary Programs (PREP). Now young adult refugees, those between the ages of 17 and 22, are benefiting from a newly focused curriculum at both Phanat Nikhom Refugee Camp and the PRPC.

Service providers in the State Department-funded overseas program recognized the plight of young adult refugees as early as 1984, when the PASS program was being developed. In 1985, at a high-level meeting for program design review, U.S. and overseas participants recommended that more attention be focused on refugees with special needs, and among the groups mentioned as needing more assistance were the young adult refugees.

As a result of this attention, Phanat Nikhom initiated a pilot program placing 17- to 19-year-olds in PASS as "seniors," separate from the younger students there, and at Bataan, 17- to 22-year-olds were grouped separately by age (and by other placement criteria, as well) in the adult program of ESL, Cultural Orientation (CO), and Work Orientation (WO) classes. Teachers and curriculum writers at both training sites began adapting lessons for these young adults. Clear regional direction began to emerge in 1987, when the Center for Applied Linguistics (CAL) was requested to oversee a U.S. survey of recently-arrived young adult refugees and of individuals with significant contact with them, such as employers, educators, and refugee service providers.

Young Adult Refugee Survey

The survey questionnaire was developed by CAL with input from overseas staff to examine needs of young adult refugees in such areas as schooling, employment, and adjustment to U.S. society. The questionnaires were filled out by "field assistants" across the U.S. during three weeks in late July and early August of 1987. Altogether, interviews were conducted with 19 staff members of voluntary agencies and 13 refugee mutual assistance associations; 24 employers; 13 state refugee coordinators; 28 educators in adult education, vocational training, or community/junior college programs; and 26 high school educators. Perhaps most significant, there were interviews with 255 young adult refugees, between the ages of 17 and 22, in 11 key sites across the U.S. These Hmong, Lao, Vietnamese, and Khmer refugees, most of whom had arrived in the U.S. during the previous two years, responded to translated questionnaires in their own languages.

The main finding of the Young Adult Refugee Survey was the overwhelming importance of English language proficiency for this group. When asked what skills should be further emphasized in the overseas program, there was agreement among all respondents, from state coordinators to employers to the refugees themselves: ESL. English was also named as the first priority by those on the job and by those in school.

Most young adult refugees go to school, the survey found. Fifty-seven percent of those surveyed entered high school during their first six months of resettlement. Those not enrolling tended to be over-age, according to the laws in their states of resettlement. In addition to those in high school, 30% of the young adult refugees surveyed had entered adult education, ESL, or vocational training classes. Thus, 87% were in some kind of educational program.

Other survey results indicated that 83% of the young adults were still living where they had been

Additional Topics for Young Adults

Social Behavior and Interaction

- State commonly accepted rules and customs in public places.
- Compare and contrast activities of young adults in America with young adults in Southeast Asia.
- Describe ways of resolving conflict.
- Understand normal challenges of maturation: *male/female relationships, dating, peer pressure, generation gap, role models.*
- Develop social interaction skills: *customs and rules of public behavior, including non-verbal communication; topics of conversation in social situations and in the workplace, with emphasis on interacting with other ethnic minorities; common extracurricular/recreation activity options; implications of dress and associated stereotypes; and the implications of selecting positive or negative role models*
- Develop an awareness of socio-economic classes.
- Develop an awareness of racial/ethnic prejudice.

Youth and Legal Issues

- Understand treatment of juveniles vs. adults in U.S. legal system.
- Understand specific laws and consequences (e.g., fines, incarceration): *driving, drugs, statutory rape, shoplifting, disturbing the peace.*
- Understand system of legal records: *criminal, driving, paternity, licensing, public assistance.*
- Identify, deal with, and prevent common crimes committed against refugees.

Work/Study Options

- Understand options of work and study.
- Understand career planning/accessing career counseling.
- Develop realistic expectations of educational options as related to individual situations.

resettled initially, and 52% live with their parents. Their most commonly cited misperception about the U.S. before arriving was that life here would be easier than it turned out to be. One refugee noted that he had mistakenly thought "one person could support a family." Young adult refugees were asked what suggestions they would give to new arrivals. "Work and study," was the advice offered by 38% of the respondents. Thirty-six percent said, "Go to high school."

Regional Meeting

In October 1987, ESL specialist Lydia Stack visited the two Southeast Asian refugee training sites. Stack is a staffmember at Newcomer High School, a model program for secondary school-bound language minority students in San Francisco. Along with Molly Kirby from the Center for Applied Linguistics, Stack presented the preliminary results of the Young Adult Refugee Survey and discussed the implications for the training program. Lydia Stack also facilitated an October 27–30 regional meeting attended by representatives from all instructional components at both Phanat Nikhom and Bataan and from the Refugee Service Center. The meeting participants formulated recommendations about teaching points and topics, establishing regional guidelines for instruction to young adult refugees.

Rather than attempt to devise a totally new set of competencies or content standards, participants based their work on current regional curricula for PASS, ESL, CO, and WO. They proposed retaining all ESL, WO, and PASS math competencies, and concentrated on revising those for CO and PASS American Studies and on adding new topics suggested by the results of the Young Adult Refugee Survey and other sources of information about this age group. (See "Additional Topics for Young Adults," on this page.)

Because training time is limited and new topics were added to the curriculum for this age group, the lists of topics and content standards from PASS American Studies and adult CO had to be combined and revised. The broadest statements covering the most critical areas were retained, while those seen as less important for 17- to 19-year-olds were trimmed. For example, in the area of "Housing," statements regarding safety and basic landlord and tenant rights and responsibilities were kept, but those dealing with describing furniture and typical U.S. dwellings were cut. Other topic areas cut or reduced were telephone-related competencies, social service information, and competencies in consumerism. In many cases, deleted

competencies were replaced by ones in the same area, but more relevant to the needs of young adults.

No new ESL curriculum for young adults was drawn up. However, it was decided that, in addition to supporting WO and CO curricula, ESL classes would emphasize social language "in school, community, and workplace settings"and they would promote "language development to succeed in educational situations [and] ... to access information regarding skills development and certification."

Participants also drafted a number of broader recommendations. They urged that both sites "investigate ways of increasing refugees' use of and exposure to English language across the program." The survey indicated that a major factor in young adults' successful initial adjustment in the U.S. is support from their families, so the recommendation was made that in the overseas training program, parents be "urged to provide support and encouragement of their young adult daughters and sons in pursuing educational goals."

Implementation

At both Phanat Nikhom and the Philippine Refugee Processing Center, efforts are underway to improve instruction for young adult refugees. At Phanat Nikhom, the PASS seniors program for 17- to 19-year-olds has begun a Work Orientation on-the-job training (OJT) feature to augment the more academic classes in math, American Studies, and ESL. In the OJT, young adult refugees spend an hour or two per week at the Learning Center learning basic concepts about the U.S. workplace. Eventually, they participate in a work simulation in which they apply their mastery of WO skills and concepts. The emphasis throughout is on the work/study option, which has proven successful for a number of refugees in that age range.

At Bataan, WO, ESL, and CO components have participated in an integrated approach to reinforcing their individual efforts with young adult refugees. Each component has indicated what part it will play in addressing the new teaching points. Although most areas are particularly relevant to CO, new math-related topics are covered in WO classes, and ESL is expanding and revising lessons on social language. Whenever appropriate, one component reinforces, without duplicating, topics covered in another one. Some of the health concerns dealt with in CO, for instance, will also be featured in ESL reading materials.

Staff are urging young adult refugees to take advantage of additional opportunities for English language practice, and helping them to develop strategies for learning more English outside class hours. There are opportunities at both training sites for refugees to use the language laboratories and libraries or reading rooms "after hours" or on weekends. In addition, there are extra voluntary courses to meet individual needs of 17- to 22-year-olds. The PASS Recreation Center at Phanat Nikhom, for example, offers lessons in driver education, with particular emphasis on U.S. rules regarding licenses, insurance, and safety. At Bataan, evening classes in adult education subjects are popular. Also at the Philippines site, refugees' mandatory participation in the camp's Work Credit Enhancement Program simulates a work/study experience.

Supporting the training sites, CAL's Refugee Service Center has produced *Resettlement Case Study, Young Adults: 17–22 Years Old*. This 30-page document, based on results of the Young Adult Refugee Survey and an earlier CAL telephone interview survey, puts essential information for teachers into a storyline format, with key discussion points noted in the margins. The *Case Study* describes three fictitious characters, an 18-year-old Cambodian, a 22-year-old Lao, and a 19-year-old Vietnamese, recounting their experiences in adult education, high school, and on the job. Other resources have been compiled by the Refugee Service Center into a large collection of recent articles, reports, and other materials—all arranged under such topics as "Crime/Youth Gangs," "Acculturation and Adjustment," "Education," and "Unaccompanied Minors."

Of course, no amount of resources and no extra attention to appropriate pre-arrival training can completely resolve the problems that young adult refugees face upon resettlement. Nor can their tragic past be undone. What the new focus on refugee youth can do, though, is to help 17- to 22-year-olds develop more realistic expectations of their lives in the U.S. and assist them in planning how they can best meet the challenges that lie ahead.

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ASSISTING YOUNG ADULT REFUGEES INSIDE AND OUTSIDE THE CLASSROOM:

THE YOUNG ADULT SERVICES PROGRAM

The Young Adult Services Program was established in mid-1989 in response to the increasing number of 17- to 22-year-old refugees at the Philippine Refugee Processing Center. Many in this group, after years in first asylum camps or on the streets of Vietnam, suffer from emotional problems and lack social interaction skills. Some are without families, and many have had little education. The YAS Program addresses these young adults' special needs during their six-month stay at the camp. Through group and individual skill-building activities, the program helps young adults to develop self-confidence and self-esteem. The program also reinforces classroom learning, especially by providing opportunities for English practice.

The Young Adult Services Program, with a 12-person core staff, is funded principally by World Vision through World Relief Corporation, and the International Catholic Migration Commission (ICMC). It offers camp-wide support to young adult refugees, teachers, and neighborhood leaders through a program of activities and training. This program:

- provides young adults the opportunity to develop self-esteem, confidence, and positive self-identity
- fosters behavior that will aid young adults in the solution of interpersonal problems
- minimizes classroom and neighborhood disruptions
- helps young adults acquire socialization skills necessary to function in their present and future environment.

The YASP accomplishes its work in the classroom, in the neighborhoods, and in two large community center gymnasiums built especially for the program. It operates evenings as well as days in the refugee neighborhoods through the Food Services and Community Administration Group of the PRPC, which coordinates the youth program with the camp's other social, cultural and recreational activities. Activities planned in the Cultural Orientation classroom are implemented in the YAS Centers, then discussed and sometimes demonstrated in the classroom as an integral part of the curriculum. In addition, close linkage between ICMC's Young Adult Services Unit and the YAS Program ensures that youth with behavioral difficulties in class receive attention and are encouraged to participate in the after-hours sports and recreation program.

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YOUNG ADULT SERVICES PROGRAM

Program Objectives

1. To provide the opportunity for young adult refugees to examine their identity, learn about American culture and develop new skills and interests. Amerasians are a particular focus for the program.

2. To provide a venue for young adult refugees to develop their social consciousness and understand social responsibilities in their future homes in the U.S.

3. To link classroom learning with actual everyday situations, with the aim of developing problem-solving skills.

4. To provide the opportunity for young adult refugees to participate in a camp-wide sports program that will aid in the building of character and developing personal and team survival skills.

Guided, Structured Enrichment Activities

- A camp-wide competitive sports and recreation program, including soccer, softball, volleyball, basketball, American football, boxing, martial arts, aerobics, and assorted table games.
- Cultural and creative activities, such as knitting, painting, singing, and theater arts
- Opportunities to develop new skills with income potential, such as cosmetology
- Native language literacy lessons with refugee instructors
- Discussion groups on issues of concern, including social and survival skills related to American culture
- Self-help groups, such as Big Brothers, Big Sisters, and Amerasian Club
- Activity-based counseling through innovative ropes course
- Leadership opportunities in teaching others new skills and in community activities

PREVENTING AND SOLVING CLASSROOM PROBLEMS:

THE YOUNG ADULT SERVICES UNIT

A key component of the Young Adult Services Program, the Young Adult Services Unit (YASU) attempts to prevent classroom crises and deals with the individual problems that do arise in the classes. Cooperating closely with the instructional program, mental health services, and the other YASP activities, the YASU staff consists of a coordinator and three Vietnamese-American advisors. These advisors are assigned to the Cultural Orientation component and to A-B levels of Work Orientation and ESL; they are available to students in other programs upon request. The Young Adult Services Unit :

- helps make appropriate class/teacher placements for troubled or "problem" students
- intervenes during episodes of anti-social behavior in class
- follows up on prolonged unexcused absences
- assesses individuals for possible referral to the mental health service
- helps draw up case plans for "recycleable" students

In a more preventive mode, YASU staff are responsible for conducting cycle start-up orientation sessions for students. Advisors also serve as cultural informants to the departments speaking on selected topics for specific curriculum and departmental objectives. The YASU coordinator, in addition to supervising the unit, also provides training sessions for supervisors, teachers and administrators on classroom management.

To help students who are having difficulty functioning within the structure of a classroom environment, YASU advisors are doing individual and group counseling (primarily by co-leading--with mental health service personnel--an Amerasian support group), and serving as informational and cultural resources to students who have problems outside the classroom. Much of the advisors' work involves visits to the students in the neighborhoods, thus contributing to a supportive atmosphere both inside and outside the classroom. Advisors also refer or accompany "clients" to the appropriate agency and make twice weekly visits to the Social Rehabilitation Center.

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